South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School
Special Educational Needs & Disabilities
Information Report: 2025-2026

	Staff • Read it • Chance for feedback	FGB/Sub committee • Approved	Accessible • Website link saved
Review Date:	**November 2026**	**November 2026**	**November 2026**
Next Review Due:	**November 2027 (or earlier if additional guidance becomes available)**		

Member of staff with responsibility:

- **Mr Rob Bradley-Adams (Head Teacher)**
- **Mrs Kate Bruce (SENDCo)**
- **Miss Rachael Blackburn (Deputy Head & KS1 Lead)**
- **Mrs Catherine Burnett (EYFS Lead)**
- **Mrs Amanda Logan (KS2 Lead)**
- **Mrs Emma Dunn (SEND and Inclusion Link Governor)**

Summary of main points and actions:

- **Rationale and objectives**
- **Information on identification of SEND**
- **Support and provision for SEND pupils**
- **External agencies and useful contacts**

South Gosforth First School
Special Educational Needs & Disabilities
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This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational need or disability.

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan, Annual SEND Report and the school's Inclusion Strategy (as of January 2027). Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

Paper copies of any of the policies or documents mentioned can be obtained, free of charge, from the School Office.

Our school:
South Gosforth First School is a two-form entry First School. As of September 2023, South Gosforth now has a nursery with 26 places, taking the approximate number of children on role to 326 (based on all classes having 30 pupils). We are a proud member of the Gosforth Schools' Trust and work closely with these schools and the Local Authority to ensure the best provision for all of our children.

Our vision:
Our purpose is to provide the highest quality of education so that each child can reach his/her full potential in school and in life.

We believe our school should be a happy place:
· where the safety and well-being of children is paramount
· where everyone is respected and valued
· where learning is a shared experience
· where there are high expectations and high standards of achievement
· where we celebrate personal and shared success
· where we all feel positive, confident and comfortable
· where the work we do is worthwhile, stimulating and exciting
· where it is safe to express worries about things we can't do or don't understand
· which is bright, attractive, cared for, safe and welcoming

SEND Information:
We aim to ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social

background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. We work very closely with various professionals from a wide range of outside agencies and staff have a range of training and skills to support special educational needs. We have a SENDCo and a SEND Link Governor who continually monitor practice and ensure that individual pupil's needs are met. In addition to this, we have 3 members of staff who recently completed the National Nurturing Schools Programme with Nurture UK, which has enabled us to offer nurture and support throughout school.

School staff will inform parents and carers if they have any concerns over a child's progress or development and they will also be kept informed of any intervention their child is taking part in, including updates of the impact on intervention. The school follows an 'Assess, Plan, Review, Do' cycle (See SEND Policy). If required, external specialists will be consulted to support in early identification and recommending provision to match the needs of each individual child. The involvement of outside agencies or other professionals will always be discussed and agreed in advance with parents and carers. In addition, if school and professionals feel that a child's needs are severe and complex and cannot be met within the resources available, a request for an education, health and care assessment may be made to the Local Authority (LA). This would be completed following a discussion with parents and carers.

On our school website you can find links to other useful SEND information including our policies on SEND, Equality and Accessibility. South Gosforth First School operates its SEND provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this including different agencies who will be able to provide more support and guidance for specific special educational needs go to Newcastle's Local Offer: SEND local offer | Children and Families Newcastle

If you would like further information about what South Gosforth First School can offer, please contact our SENDCo by phone on 0191 2853453 or email admin@sgfs.uk

Parents can also contact Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service for impartial information, advice and support in relation to their pupil's SEN and/or disability. The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) manager is Sarah Francis. She can be contacted on 07974196684 or by email: sendiassadmin@newcastle.gov.uk

There are a number of reasons why a child may be identified as having SEND:

- A pupil is having significant difficulty with their cognition and learning and is making much less academic progress than would be expected for a child of their age.
- A pupil may have a specific learning difficulty, for example Dyslexia.
- A pupil may have difficulties with their social, emotional or mental health needs.
- A pupil may have difficulties with social communication and interaction.
- A pupil may have sensory and/or physical needs, for example a hearing, visual or physical impairment.

For all children at South Gosforth First School who have an additional need:

- We use 'Rainbow Plans' which clearly state the pupil's area(s) of need, specific 'SMART' targets which they need the most support with and the provision and resources to be implemented to support them in meeting these targets.
- Staff members (usually the Class Teacher, sometimes alongside the SENDCo) meet with parent / carers of pupils on our SEND register for a review meeting at least once per term (or three times per year) to discuss their child's progress in relation to their identified 'Rainbow Plan' targets, presenting appropriate evidence to back up our professional judgements (please note that this is in addition to family consultation meetings). We would then work alongside parents and carers to establish new targets for these pupils for the following term (or carry on with the same targets if it was felt that this was appropriate).
- We deliver rigorous additional targeted and focused intervention and catch up provision for our pupils who require this, based upon their specific areas of need. This may be on a one to one basis for some children, in small groups or sometimes with a whole class group. This may be given to children outside of the classroom space or it may be delivered in the classroom using adaptive strategies as part of quality first teaching. We ensure that both teaching and support staff deliver these sessions to ensure that our SEND learners have access to a range of varied approaches and a breadth of staff skills and expertise.
- We use the local authority evaluated 'Universally Available Provision' and 'Descriptors of Need' guidance to inform our approaches of support and establish the specific levels of need for each particular SEND pupil in school.
- We deliver 'quality first' teaching, augmented with a range of adaptive teaching strategies to meet the needs of individual pupils and to promote pupil progress for all learners from their relative starting points.
- We seek support and advice from a range of outside agencies to ensure that we use evidence-based and informed approaches which are most likely to have a positive impact on pupil progress.
- We operate a graduated response based upon the specific needs of our children - This is centred around an 'Assess, Plan, Do, Review' format.

- All school-related activities are carefully considered and evaluated in terms of their accessibility and inclusion for pupils with SEND and reasonable adjustments are made when required.
- We facilitate regular 'social-emotional groups' and pastoral support for our pupils who require this to ensure that they feel safe, happy and ready to learn in school.
- Support staff are deployed 'fluidly' around school and allocated in year groups / classes where there is the highest level of need - this may change throughout the academic year.
- All staff in school receive ongoing training and CPD in relation to meeting pupils' SEND needs in the classroom and are kept up to date with the most recent educational research in this area.
- Where it is agreed by school and parents / carers that pupils have a high level special educational need or disability, which would require a significant increase in the level of support which school could provide through reasonable adjustments and other provisions (as stipulated in the Newcastle 'Descriptors of Need' guidance), staff will work alongside families to apply for additional ASAP funding or Outreach Support or, where appropriate, an Education, Health and Care Plan from Newcastle upon Tyne Local Authority.
- School staff signpost families to outside services and organisations which may be able to offer them additional support - This is sometimes through the Newcastle Local Offer or sometimes via other agencies.
- We offer additional opportunities for transition activities for our pupils who require this support towards the end of each academic year and we ensure that all relevant information about a child is passed on to subsequent teachers or school settings.

Specific provision made at South Gosforth First School:

Types of SEN	**Support/ provision/ staff expertise**
Communication and Interaction This may include: • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) • Developmental Language Disorder (DLD)	• Visual timetables to support pupils to understand what will happen and when. • Areas of classroom are clearly defined and labelled. • Support during times of stress or anxiety. • Areas of low distraction / individual workstations. • Movement breaks and sensory diets (advised by professionals). • Social skills support through small group interventions e.g. Nurture, circle time and social stories. • Use of ICT, where necessary, to reduce barriers to learning. • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate.

	• Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts. • Opportunity to communicate in various ways e.g. golden books, home-school books. • Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists. • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball, tangles. • Forest School provision. • Access to 'The Sensory Room' – Our school sensory space.
Social, Emotional and Mental Health Difficulties This may include: • Social difficulties • Mental health conditions • Emotional difficulties	• Our 'Restorative Approach to Positive Behaviour Policy' provides support for all children in school to develop the skills and awareness to identify for themselves when their behaviour is changing, to choose an appropriate course of action to help 'get back to green – READY' and to self-regulate. Staff offer support to pupils to enable them to do this effectively where appropriate. • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities. • Visual timetables to support pupils to understand what will happen and when. • Areas of classroom are clearly defined and labelled. • Support during times of stress or anxiety. • Areas of low distraction / individual workstations. • Movement breaks and sensory diets accessed (advised by professionals). • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, The Virtual School, RISE). • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Nurture groups, Outdoor Learning activities, School Counsellor support, 'Time to Talk' programme, Pupil Circles and social stories etc.

	• Meet and greets for children coming in to school displaying separation anxiety. • Morning 'Sensory Circuit' sessions 3x a week to aid transition into school for some of our pupils. • OPAL provision at lunch times enables pupils to develop their social skills. • Older children in school take on roles, such as 'OPAL Play Leaders' to support the development of social interaction skills in others as well as themselves. • Boxall profile assessments and plans focus on social and emotional development for children who require additional support. • Our Year 4 residential trip to Robinwood helps to develop social, emotional and behavioural resilience and promote independence. • Staff are trained in restrictive intervention strategies. • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball, tangles. • Use of individualised reward systems to promote learning and enhance self-esteem. • Outdoor Learning provision, • Access to 'The Sensory Room' – Our school sensory space. • School has employed two school counsellors from Northern Guild of Psychotherapists who completes fortnightly 1:1 play therapy with various children.
Cognition and Learning Needs This may include: • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)	• Strategies to promote and develop literacy and mathematical skills with increasing independence. • Additional small group support in class from the class teacher and teaching assistant. • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. Little Wandle, Sound Linkage, Precision Teaching and Numicon. • Small group phonics teaching for Lower Key Stage 2 pupils at their level of phonics acquisition, following from Little Wandle scheme.

• Developmental Co-ordination Disorder	• Little Wandle 'catch-up' sessions for Key Stage 1 pupils who require further support. • Use of ICT where possible to reduce barriers to learning. • Use of support materials and resources e.g. Numicon, alphabet arcs, word banks etc. • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical. • Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words, small spelling groups, exploring muscle memory. • Alternative approaches to recording promoted. • Opportunities for repetition of key learning. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas. • Differentiated and, where applicable, individually personalised homework.
Sensory and/or Physical Needs This may include: • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs	• Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils. • Staff work with specialists from outside the school to receive relevant training and professional development to support pupils with significant medical needs. • Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school. • Physical aids or resources where necessary or where advised by specialists e.g. therabands, wobble cushion, pencil grips, writing slopes, spring scissors, therapy putty. • We provide support with personal and intimate care, if and when needed. • We make every effort to be as accessible as possible (See Accessibility Plan 2026-2029). • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes,

	trips or visits, etc. (See Administering Medicines Policy). • One-to-one support for gross and fine motor skills in the classroom as and when required. • Movement breaks for pupils with motor coordination difficulties as and when required. • Alternative ways of recording ideas / writing / investigations. • Use of ICT where possible to reduce barriers to learning.

Evaluating the effectiveness of SEND provision:

At the termly review meetings, the progress made by individual pupils with SEND is discussed and explained to their parents, and the views of parents on how successful the provision has been in enabling them to attain their outcomes is sought. This feeds into the targets set for the child on their next 'Rainbow Plan'..

Parent and carer views of children with SEND are also sought through annual questionnaires. The responses gained are used to monitor the effectiveness of provision by collating responses of actions that are working well and those that may be improved upon. In this way South Gosforth First School strives to continually improve the provision on offer for all children with an additional need.

Inclusion Coffee Mornings have now been in place for a few years, providing further support to the South Gosforth community. The coffee mornings enable open and honest conversations and an opportunity for the Senior Leadership Team to further evaluate the effectiveness of provision for our children and families. Recently, the coffee mornings have also provided opportunities for parents to hear from external professionals, such as the SEMH team, Educational Psychologist and Family Partners. Feedback is gathered at every coffee morning and used to inform planning of future mornings, as well as identify professionals that the school community would like to hear from.

The progress and attainment of those children with SEND is measured termly by the Senior Leadership Team and discussed with Class Teachers during pupil progress meetings. This enables the provision for each child to be evaluated. The SENDCo compiles an annual report about the attainment of children with SEND data and this is shared with the Senior Leadership Team and the Governing Body. It is also available for any required external moderation, e.g. Ofsted, and shared with parents and carers via the school website.

Who to contact in school:

If you have any concerns about your child's learning or wellbeing at any time we would encourage you to arrange to discuss the matters further with your child's Class Teacher, The Special Educational Needs & Disabilities Co-Ordinator (SENDCo) –

Mrs Kate Bruce, or the SEND & Inclusion Link Governor – Emma Dunn. Appointments can be made by contacting the school office on 0191 2853453.

Useful contacts for families:

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service:

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service provide free information, advice and support at any stage of a child or young person's education, and provide independent advice and guidance for families in the process of getting an Education Health and Care Plan.

This is an impartial confidential service. They provide information, advice and support for parents and carers of children with special educational needs children and young people up to the age of 25 years. They specialise in education matters but can support with social care and health issues by signposting to partners like PALS and Healthwatch (for health) and to voluntary organisations.

Telephone: 07974196684

E-mail: sendiassadmin@newcastle.gov.uk

Address: Woodlands Children's Centre, Newton Place, High Heaton, Newcastle upon Tyne, NE77HD

Family Advice and Support at Skills for People:

Our family advice and support team work with disabled children, young people and their families. The team includes 'Pass it on Parents', family advice, workers and project workers, working together to provide co-ordinated support for families.

The team provides information and advice on a range of issues, from helping you to navigate your way around the Local Offer, connecting you with other services, to offering advice on a range of specific issues such as transport, holidays, activities and planning for adulthood.

They can offer you practical information and advice, appropriate to your circumstances and work across all agencies such as education, social care, health, benefits, leisure and voluntary services.

They can support you in meetings in school and help with Parental Views in the Education Health & Care Plan Assessment process. Their Information Advice and Guidance service will work with you to see if you need more in depth support such as supporting you at Early Help meetings.

Telephone: 0191 281 8737

E-mail: information@skillsforpeople.org.uk

Website: www.skillsforpeople.org.uk

Useful links:

Newcastle Local Offer:

www.newcastlesupportdirectory.org.uk

Newcastle's Local Offer is all of the information, advice and support that children and young people with Special Educational Needs or Disabilities (SEND) and their families might need to use.

They've brought it all together and published it in one place, on the Local Offer website. It's also got places to go and fun things to do. You can find school holiday activities, short breaks, and clubs and groups to join in with. There's advice and guidance on education, health and care and a range of young people's issues.

In addition you may find these websites helpful:

ADHD Foundation: www.adhdfoundation.org.uk

AFASIC (speech and language support): www.afasic.org.uk

The National Autistic Society: www.autism.org.uk

British Stammering Association: www.stammering.org

National Deaf Children's Society: http://www.ndcs.org.uk

Down's Syndrome Association: www.downs-syndrome.org.uk

Dyslexia support from the Helen Arkell Centre: www.helenarkell.org.uk

Royal National Institute of Blind People (RNIB): www.rnib.org.uk

Selective Mutism Information & Research Association (SMIRA): www.selectivemutism.org.uk

Tourette's Action: www.tourettes-action.org.uk